

AIELOC and Women of Color in ELT Conference Speaker Biographies

Darnell Fine is an experienced facilitator of adult learning focusing on curriculum & assessment, diversity, equity, inclusion, and culturally responsive teaching. He has led sessions for national and international conferences, numerous US public, independent and international schools, as well as the Pew Center and the US Department of Education. In addition to facilitation, he serves as a curriculum consultant, reviewing manuscripts and curricula for publishing companies, national arts organizations, and universities. After earning his Bachelor's in Africana Studies and Education at Brown University, Darnell obtained his Teacher Support Specialist Endorsement through Georgia State University and his Master's in Creative Writing in London. He is currently an instructional coach and chairs the faculty Diversity, Equity, and Inclusion (DEI) planning team at Singapore American School. He is also a doctoral candidate at the University of Southern California, studying educational leadership through a lens of equity and social justice. Darnell is a 2012 recipient of the Learning for Justice Award for Excellence in Culturally Responsive Teaching and a former advisory board member with Teaching Tolerance.

Mehar Suri is a 16-year-old ethnic-Indian global citizen studying at the International School of Amsterdam. She is an animal-loving vegetarian and passionate pursuer of public speaking. Mehar's work as an intern at the Association of International Educators and Leaders of Color (AIELOC) has largely inspired her idea EmoEmpathy. Working with Anne Frank Huis Stories that Move, she is passionate about anti-discrimination tools in education.

Tiwana Merritt joined the American International School of Johannesburg (AISJ) in 2019 after spending many years teaching in Australia and most recently in southern China. She graduated from Southern Oregon University with a bachelor's degree in Environmental Science then completed a Graduate Diploma of Education at Deakin University in Melbourne, Australia and has a Masters in Educational Leadership through Monash University.

She has specialized in outdoor and experiential education throughout most of her teaching career. Her passion lies in student leadership, sustainability and motivating her community towards using their power and privilege to uplift others.

As a member of the AISJ Teaching and Learning coaching team and the Service Learning Coordinator, Tiwana is responsible for the development and implementation of AISJ's service learning standards.

This USA native grew up enjoying sports, reading and spending time with friends and family. Tiwana is currently enjoying exploring the African continent while learning more about African culture and history.

Constance Darshea Collins, an Atlanta, GA native, is a middle school social studies teacher at the American International School of Johannesburg. The heart of her work as an educator rests in affirming the power of student voice and imagination, and leveraging their rich cultural power to resist oppressive forces and drive change. Constance lived internationally in France, Switzerland, and the Democratic Republic of the Congo. Next year, she will join the faculty at the International School of Uganda as the Service Learning Coordinator.

Constance received her undergraduate and graduate degrees from Yale University and Teachers College, Columbia University, respectively. Her scholarly research and practice has been in areas of critical pedagogy, liberatory education, as well as culturally relevant and gender responsive pedagogies. She is currently obtaining a second master's degree in Race, Gender, and Educational Leadership from Harvard Graduate School of Education.

Outside of work, Constance is an avid advocate for organ donation. She also enjoys Netflix, naps, and takeout.

Representing Organisation to Decolonise International schools (ODIS) **Xoài David** (pronounced s-why) is a mixed Asian-European TCK writer, illustrator, and advocate for anti-racist education. Passionate about many things from BIPOC queer history to frogs, Xoài is currently living in her eighth country (France) where she just graduated with a degree in book design and now interns with an agency that grows vegetables on the rooftops of Paris.

Fernanda Caetano has a background in the ELT industry for more than 5 years. As a Cambridge CELTA and FCE holder, she/her has worked as a teacher in a variety of contexts. She/her wants to be called an educator in the making. Based in São Paulo, Brazil, through her lessons, she/her has been fighting for equity and inclusion of BIPOC narratives in English language Learning.

Her keywords are : UNLEARNING. COMMUNITY, HEALING.



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Sherri Spelic teaches elementary Physical Education at the American International School Vienna where she has been on the faculty since 1996. She is the editor of the online publication, Identity, Education and Power and published a volume of her collected essays, Care at the Core in 2019. She curates a monthly social justice newsletter for educators, Bending The Arc, which is also available for subscription. Find her on Twitter: @edifiedlistener.

Dominique Dalais is an international educator of 25+ years, Mauritian but born in England. His wife is of Polish descent and he has two mixed children who have followed them around the world attending international schools. He has predominantly taught MYP Physical and Health education and holds various roles for the IB. He is the current lead of Diversity, Equity and Inclusion at ACS Schools, in the UK and Qatar. He has a Master of Arts (M.A.) in Sport & Culture and a Bachelor of Education (B.Ed. Hons.) in Physical & Adventure Education. Dominique also has certifications in Racial Equity Facilitation, Unconsciousness Bias, Culturally Responsive Teaching and Critical Race Theory. He also facilitates self care sessions through the AIELOC organization. He facilitates a facebook group called International Teachers of Colour and has a podcast linked to this group where he has conversations with international schools and organisations about their work in DEI and antiracism.

Jessica Wei Huang was raised in public schools in Arizona, USA where she experienced first-hand the cost of surviving/thriving in educational settings that failed to reflect and value student identity and culture. As an educator & leader with 20 years of experience, she strives to bring her knowledge of creating healing-centered, student-focused spaces into the international school setting. Jessica has a Bachelor's of Foreign Service from Georgetown University and a Master's of Education from Stanford University. She brings a lens of social justice to her work as a science teacher and school leader in US schools and Taiwan, and is currently serving as Vice Principal at United World College, Southeast Asia (Dover).

Margaret Park (EdM '10, GSE '11) is currently serving the Seoul Foreign School community as its Elementary School Assistant Principal. She serves on the AIELOC Advisory Council and is a co-founder of Seoul of a Leader. Margaret is committed to fostering leadership development with experience in counseling, mentoring, coaching, facilitating professional development, and organizing conferences. Margaret is a

Fulbright Scholar and received an Education Masters and Certificate of Advanced Studies from Harvard Graduate School of Education. Margaret is particularly interested in thinking about leadership through an Equity and Justice lens and is committed to building capacity in others so they can reach their fullest potential. Find her on [LinkedIn](#) and Twitter: [@Seoulfavegan](#)

Joel Jr Llaban is a Learning Specialist / Instructional Coach in the ES Teaching and Learning of The International School of Kuala Lumpur. Previously, he worked at Cebu International School, The International School of Beijing, and The International School of Brussels. He has been working in education for 18 years as a classroom teacher with concurrent involvement and leadership in schoolwide curriculum, assessment, professional development, and strategic planning. He also served as a department coordinator and an accreditation coordinator. He is trained in international accreditation as a team evaluator and has been involved in accreditation visits to different international schools representing NEASC and CIS. Currently, Joel serves in the newly formed CIS Board Committee on DEIJ and Anti Racism. Joel holds a Master of Education in International Education Administration and a Certificate of International School Leadership from The Principals Training Center. He is a proud member of AIELOC and Diversity Collaborative. Joel's pronouns are he/him/his. Follow him on Twitter [@JoelJrLLABAN](#).

Leisa Grace is the Editorial Director of Teach Middle East Magazine. She has been working in education for the past twenty two years as a teacher, Head of Department, Education Advisor and School Leader. Leisa Grace has worked in the United Kingdom and the United Arab Emirates. In 2014 she joined Teach Middle East Magazine, where she shares her passion for education through her writing and editing of the print and online editions of the magazine.

Kam Chohan joined ECIS in February 2018 as Chief Operating Officer and became Executive Director in August 2020. Kam is the first person of colour to be ED at ECIS.

With an impressive background in education and leadership, Kam is a learning leader and brings insight, wisdom, and compassion to the role. She has demonstrated the ability to build meaningful, lasting relationships that contribute to personal and organisational development and improvement.



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Kam is a passionate educator and enjoyed lecturing in mathematics and business. She holds qualifications and experience in Leadership and Professional Development. As an example of her commitment to student learning, Kam worked with the UK Government's Behaviour Insights Team to apply the Nudge Theory to improve student outcomes on a national level. As Chief Operating Officer for ECIS, Kam demonstrated,

high aptitude for financial reporting, forecasting, analytical ability, scenario analysis, and financial implications of business and educational models.

Kam is committed to social justice and equity through diversity, inclusion, and intercultural understanding in international education. ECIS recently launched a mentoring programme to work towards equal access to opportunities for all young people.

Dr. Megel Barker is the Middle School Principal at ABA Oman International School in Muscat. With 27 years in education spanning the United Kingdom, Jamaica, and Oman, he has experience with international, independent, and National Curriculum Frameworks. Dr. Barker is a mathematics teacher at heart and a former MYP coordinator. He is also an author, an adjunct faculty member at SUNY Buffalo, a Fellow of the Institute of Mathematics (UK), a Fellow of AAIE (International), and he is qualified under the National Professional Qualification for Headship (NPQH). He has spoken at numerous conferences on Ethical Leadership, Systems Thinking, and Critical Thinking in 21st Century Learners. Dr. Barker is married with four children and loves Scrabble, Chess, and Jamaican Dominoes.

Dr. Erin Robinson is a new member of the Atlanta International School community as the Head of Secondary. She spent the last six years at United World College of Southeast Asia in Singapore as Middle School Principal and Deputy Head of Campus and College DEI Lead. In addition to her leadership roles, she loves teaching social entrepreneurship. Prior to Singapore, Erin led school communities in Tokyo, Hong Kong, and Colorado. Erin is also founding executive of the Women of Influence in Education international school conference and a member of the ECIS Women in Education special interest group. She holds a PhD in educational leadership and her doctoral work focused on cultural competency in education with additional research interests in student voice, student engagement, and outdoor education.



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Throughout her career, Erin has sought to support students, staff, and parents to thrive in an inclusive school environment where learning is at the center. As a Third Culture Kid herself, Erin appreciated the opportunity to grow up in diverse environments. Outside of schools, Erin loves spending time exploring with her family; local and global service; and curling up with a good book.

Fernanda Marinho Kray, Ph.D., a polyglot educator and researcher, is the WIDA ELD Standards Program Lead. Prior to joining WIDA, Fernanda served as Language Acquisition Lead for the Massachusetts Department of Elementary and Secondary Education. Over the years, Fernanda has served as a classroom teacher, instructional coach, family & community liaison, and member of various school and district leadership teams. Presently, she is a governing board member of the Regional Educational Laboratory Program (REL) for the Institute of Education Sciences (IES), a founding member of the multi-state REL NEI English Learner Alliance, and a founding member of the Portuguese Language Partnership for Education. Fernanda has authored an array of materials in the field of education and directed local and large-scale policy and practice-oriented projects, frequently collaborating with practitioners and scholars from across the globe. Building on her own experience as a multicultural and multilingual learner (and formerly undocumented immigrant), Fernanda has dedicated her life's work to developing interdisciplinary critical perspectives and research-based pedagogies for multilingual learners

Christine Montecillo Leider, PhD, is an assistant professor of Applied Linguistics at the University of Massachusetts Boston. Prior to joining the University of Massachusetts Boston, she was a clinical assistant professor and program director of bilingual education and TESOL licensure at the Wheelock College of Education and Human Development at Boston University. Her work focuses on teacher beliefs on language diversity, antiracist and culturally/linguistically responsive pedagogical practices, and policy and civil rights issues regarding teacher training and multilingual learners' access to education. Her experiences growing up as a Filipina American and second generation immigrant in southeast Alaska, as well as her professional experiences teaching English and Spanish in the United States and Argentina have shaped her research agenda and approach to teacher education. Dr. Leider's work has been published in *Education Policy Analysis Archives*, *Journal of Multilingual Theories and Practice*, *International Journal of Bilingual Education and Bilingualism*, *International Journal of Qualitative Studies in Education*, *TESOL Journal*, and *TESOL Quarterly*; she is also a co-author of a



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recent blog series on teacher education for the International TESOL Association. She is a member of the MATSOL Board of Directors, an appointed member and elected co-chair of the Massachusetts Department of Elementary and Secondary Education's English Learner and Bilingual Advisory Council, and an Editorial Board member for the Journal of Applied Language Studies.

Ann Marie Christian is safeguarding practitioner and has been a qualified social worker since 1996. She has worked for various local authorities on the front line, in management, Local Safeguarding Children Board Trainer, LADO, Safeguarding advisor to schools, school improvement advisor, Designated Safeguarding Lead trainer and Designated Safeguarding Lead coordinator. She held half termly meetings with the DSL's and shared updates, local themes and support at these meetings. She is well known amongst her peers and is very passionate about keeping children safe and sharing her knowledge about child abuse and violence against women. Ann Marie has specialised in safeguarding from 1992 and specialised within education and childcare settings since being a school-based social worker in 1999. She went on to manage social workers in schools for a Local Authority.

Giancarlo Picasso (he/him/his) is an international school student turned into an international school teacher. Giancarlo is looking for ways to build an international LGBT+ community between schools to bring awareness to the need to change policies, curriculum, and educational programs in both public and private sectors. He is a strong advocate for 2SLGBTQIA+, allies, people of all backgrounds, equal treatment of women in the workplace and society, transgender rights, support, and representation Giancarlo also is an advocate for building awareness on the long term effects of bullying in school and in the workplace. Currently, he is volunteering for a local NGO in Madrid by giving sexual education classes in Madrid's public schools. He believes highly in respect, collaboration, and hard work. In 2019, Giancarlo founded the FB group called "International School Educators - LGBT+ and Allies" which his led to his passion project called Our Purple Couch. Giancarlo currently lives in Madrid and is teaching Spanish to adolescents and adults. He has also lived in Manila, Taipei, Boston, New York, Abu Dhabi, Mexico City and São Paulo. I encourage you to join this workshop as it will be a fun, dynamic, and genuine learning experience for all of us!

Julia E. Torres is a nationally recognized veteran language arts teacher-librarian in Denver, Colorado. Julia facilitates teacher development workshops rooted in the areas



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of anti-racist education, equity and access in literacy and librarianship, and education as a practice of liberation. Julia's work has been featured on NPR, AlJazeera's The Stream, PBS Education, KQED's MindShift, Rethinking Schools, Learning for Justice Magazine, and many more. She is a current Amelia Elizabeth Walden Book Award committee member, a member of the ALAN board of directors, and a co-founder of DisruptTexts.

Caroline Davis has over 20 years of experience of working with diverse groups within the field of education in the UK and internationally (Asia, Europe and North America) and has been based in Singapore since 2007. She currently teaches Language and Literature and English Language for middle school at an international School.

As a biracial working mother, she has clear understanding of the need to develop DEI awareness and practice, and to address the barriers that marginalised groups face in achieving their potentials in different arenas.

An avid lifelong learner, Caroline holds a BA in Social Science, an MA in Educational Leadership and Management, as well as Postgraduate certificates for teaching in both further and international education. She has recently completed a Diploma in Learning and Development, which has furthered her knowledge and interest in workplace learning, training and development.

She takes an active interest in DEI locally and internationally, has led International Women's Day events, and worked with gender equality advocacy groups in Singapore to raise the profile of women. She was an active member of the Singapore British Chamber of Commerce, Women in Business committee and led DEI initiatives for the British Council.

Ceci Gomez-Galvez is a collaborator, co-teacher and coach who empowers educators to create learning opportunities to suit all language learners' needs. She is the leader of a support program for multilingual learners based on practices which ensure culturally responsive teaching and equitable access. She is an innovator, Apple Distinguished Educator and COETAIL graduate who effectively integrates digital tools and contemporary practice to enhance learning across all divisions.

Fandy Diney is a proactive international educator with 18 years of work experience facilitating linguistic and intercultural competence around the world.

Fandy is the initiator of iEducate Global. Also an International Baccalaureate Affiliate, and a Workshop Leader for the IB Educators Network. Fandy has worked in Korea, Italy, Uganda and China, supporting pupils and teachers of multiple nationalities, diverse social identities and cultural backgrounds.

Fandy holds a Postgraduate Diploma in Teaching Spanish as a Foreign Language and is currently working towards an MA in Education, focusing on holistic approaches to learning. She currently works in Ireland at a multicultural Post-primary School.

Fandy is a member of the Race Advisory Council of the DUC Centre of Excellence for Diversity and Inclusion. As a founding member of the DEIJ committee of the Association of Educators and Leaders of Color, she is currently working on AEILOC's iDEIJ Continuum for International Schools.

Fandy has also worked with education recruitment organisations like ISS and Search Associates. With International School Services as a Member of the Antiracism Task- Force; she also took part in Search Associates' DEI listening circle as part of their research into the experiences of non-white users of their teacher recruitment services.

As a Professional Development Leader with proven teaching and coaching skills, Fandy helps people engage in their personal or professional journey as they inquire into Language, Diversity, Equity, Inclusion, and Anti-Racism. Fandy is committed to building a culture of inclusion and belonging through a holistic approach to learning. Fandy's approach to iDEIJ is based in the Holistic Learning Inquiry Cycle to explore language, bias, intercultural competence, racial literacy, anti-racism, and global citizenship education.

Mona Fairley-Nelson is an educational leader who has served in numerous international schools since relocating abroad in 2014. Mrs. Fairley-Nelson's vast leadership experience includes:

- Developing international partnerships with colleges and universities to support school innovation,
- Creating sustainable practices for American curriculum schools across the globe.



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- Implementing high-quality instructional practices in K-12th grade private Schools,
- Accreditation planning and report writing,
- Multi-divisional strategic planning and school improvement,
- Budget development and allocation for organizational growth,
- Implementing effective leadership and supervision models,

The majority of Mrs. Fairley-Nelson's work in education has centered on supporting American curriculum schools in the NESAs region. She presented at the MENA Teacher Summit in Dubai, AAIE conference in San Francisco, END conference in Portugal. Additionally, she organized the PEAK 2019 educational conference in Kuwait which hosted over one thousand of the country's educators. In August of 2019, Mrs. Fairley-Nelson expanded her professional reach to include the AMISA region as well. She currently serves as Deputy Head at Carol Morgan school in Santo Domingo, Dominican Republic.